RUNNING RECORD

Student: Jaxon	First Language: English	English Language Level: N/A
Teacher:		Date: 10/21
Text Title: Australia's Amazing Animals	Level: V	Running Words (RW): 165
Accuracy Rate: 94 % Formula: $\frac{RW - E}{RW} \times 100$	Self-Correction Rate: 1 : 3	Formula: $\frac{SC}{E + SC}$

Notes/Observations on Reading Behaviors and Strategic Actions:

most of his errors make sense and match structure and detailed visual information. When he is challenged with an unfamiliar word, he takes it apart by syllable. He sometimes ignores the 's' at the end of a word or may add an 's' to fit structure. He doesn't always attend to the punctuation. He self corrects by attending to more detailed visual information

Page #	Running Record	Count E	Count SC	Information Used E M S V	Information Used SC M S V
Para 1	✓✓✓ ✓✓✓✓✓ ✓ ✓✓✓✓ ✓✓ ✓✓ ✓✓✓✓✓? ✓✓✓✓ ✓ ✓ ✓ land/sc country ✓ island continent ✓✓✓✓ ✓ ✓✓	1	1	(M)(S)(V) (M)(S)(V)	M S V
Para 2	✓✓✓ ✓✓✓ ✓ insulation. ✓R✓✓ anymore/sc ✓ isolation. anywhere ✓✓✓ (✓) ✓✓✓✓✓ ✓ preshy ✓✓ Australia pressure Australia's ✓✓✓	1 2	1	M(S)(V) M(S)(V) M S (V) (M)(S)(V)	M S V (M)(S)(V)
Para 3	✓✓✓ ✓✓✓ funny ✓✓ ✓ duck ✓ ✓✓✓ funny ✓✓ ducks ✓✓✓. ✓✓ ✓✓ square ✓ (✓) ✓✓✓✓✓✓✓ spare femals. ✓✓ lay ✓ female lays ✓.	1 1 1 1		(M)(S)(V) (M)(S)(V) M(S)(V) (M)(S)(V) (M)(S)(V)	
Para 4	✓✓✓✓✓✓. ✓✓ ✓✓✓✓✓✓✓✓ ✓✓ ✓✓✓✓ habitats have/sc ✓✓ habitat has	1	1	(M)(S)(V) (M)(S)(V)	M S (V)
Para 5	✓✓✓✓✓✓✓✓✓ ✓ ✓	10	3	M S V	M S V

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Page #	Running Record	Count		Information Used	
		E	SC	E M S V	SC M S V
Para 3	_(handwritten running record marks)_				

Comprehension Conversation Discuss the text, asking the student questions that reveal his or her literal comprehension (recall) and deeper comprehension (inferential thinking). Notes/Observations:

Recalled key details about each animal.

Author's purpose - To save the unique animals. (Tell me more.)
They were suffering from losing their homes — caused by pollution.
Why did the author mention the eucalyptus trees? Good explanation.

Fluency and Comprehension

Rating	Fluency	Rating	Literal Comprehension	Rating	Deeper Comprehension
0	Slow or choppy word-by-word reading with no expression.	0	Recalls no important facts/events.	0	Shows no understanding of inferences or deeper meaning.
1	Moderately slow reading with 2 or 3 words grouped together. Little expression.	1	Recalls a limited number of important facts/events	1	Shows limited understanding of inferences or deeper meaning.
(2)	Acceptable reading rate with 3 to 4 words grouped in meaningful phrases most of the time. Some expression.	2	Recalls some important facts/events.	(2)	Shows some understanding of inferences or deeper meaning.
3	Phrased and fluent reading with appropriate intonation and expression.	(3)	Recalls most of the important facts/events.	(3)	Shows complete understanding of inferences or deeper meaning.